

Montana Schools

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Georgia Rice, Superintendent

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Teaching energy awareness

Lolo promotes resource sharing

Where?

By Tammy Trollope
Lolo School

Here we are at Lolo School.
Here we are with the energy waste.
Now comes the time and day we
can't waste.
What comes next?
No energy.
No jobs.
No education.
Not much of a life to lead.
No memories to leave behind and to
remember.
Where will we be then?
From here to there and everywhere
else
To the devil and back.
First where will we be!??

Lolo School staff set out to teach their sixth-, seventh-, and eighth-grade students more about energy—that topic of concern on the tip of everyone's tongue. The students learned a great deal about energy. But the chief benefit to students, teachers and other school staff was that of sharing information to learn—they called it team or cooperative teaching.

"We wanted to show our students that all disciplines are related," said Beverly Flaten, Lolo Middle School principal.

Students need to use many disciplines to solve one problem or to understand one issue and its effects. From this assumption, Lolo staff combined a month of energy activities and the middle school concept to provide students a time to explore interests, room to sample various activities and a chance to grow.

The teachers worked together to ensure that all subjects would relate to one theme—energy—during the month, according to Flaten. "The idea was to do the curriculum and then make a schedule fit it rather than the other way around."

The teachers spent a great amount of extra time talking and sharing ideas. "Teachers need to do this more often," Flaten said. "Constant interaction helps teachers improve not only communication skills, but teaching skills as well."

"The energy unit and the team teaching concept worked extremely well," said Joe Merick, sixth-grade teacher. "We all knew bits and pieces about energy, but none of us were experts. By sharing with the other teachers, we learned. I think that is why it was so successful . . . We were willing to cooperate and we learned."

Another sixth-grade teacher, Norm Hagen, also said that the team approach was successful and very

beneficial. "A lot of planning made it work," he said. "It really kept the teachers up. We felt like a staff—working together and sharing."

According to Hagen, the sharing made it worth all the time spent. "The materials we developed, found and used were **our** materials, not mine and yours."

Armed with commitment, the staff ran the energy unit for one month. Sixth-grade students had morning classes as usual and participated in special energy units in the afternoon. Eighth-grade students had to do an additional project. Math classes stayed the same.

"The exciting thing was that the children were sharing experiences and had the opportunity to mix with students from other grades," Flaten said.

According to George Paris, seventh- and eighth-grade science teacher, the staff "set up a lot of individual activities and allowed students to sign up for the sessions that interested them." Paris added that there was "a lot of closeness with teachers and students working together on the same activity."

The students were doing energy audits, touring solar homes and examining school utility bills, analyzing them and making energy use projections. Special classes included sessions on fossil fuels, microwave use, car pooling, solar food drying, energy debates, essays and poetry, and nuclear fission. Speakers were also invited to Lolo School to make special presentations. Their topics ranged from energy-efficient architecture to the economics of energy.

"We had a lot of community support as reflected in the willingness of people to come in and speak to the students," Paris said.

"We offered some things for everyone," Flaten said. "The students at this age level are in a transitional process. They are moving from a self-contained classroom to a high school concept. That is why the middle school concept works well with the idea of an energy unit."

Gifted students as well as students with problem areas have one thing in common, according to Flaten. That is, they usually have an area of interest in which they do better. The freedom to select activities encourages development of their interests.

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Regional conference emphasizes transporting handicapped students

A safe, reliable process of transporting students to and from school is critical in any school system. School buses travel over all types of roads, through all types of weather; their drivers must be highly skilled and responsible. This summer, drivers, bus contractors and school personnel involved in transporting students will convene for the Montana and Western Regional Conference on Pupil Transportation in Great Falls, July 16-18. In all, 11 states will participate. The Office of Public Instruction is providing assistance to the steering committee.

This year's is the first regional conference. "Sharing Ideas" is both its theme and implicit purpose, and the emphasis of the workshops will be on transporting the handicapped student. Experts from as far away as New Jersey will be there to share their knowledge of this special service.

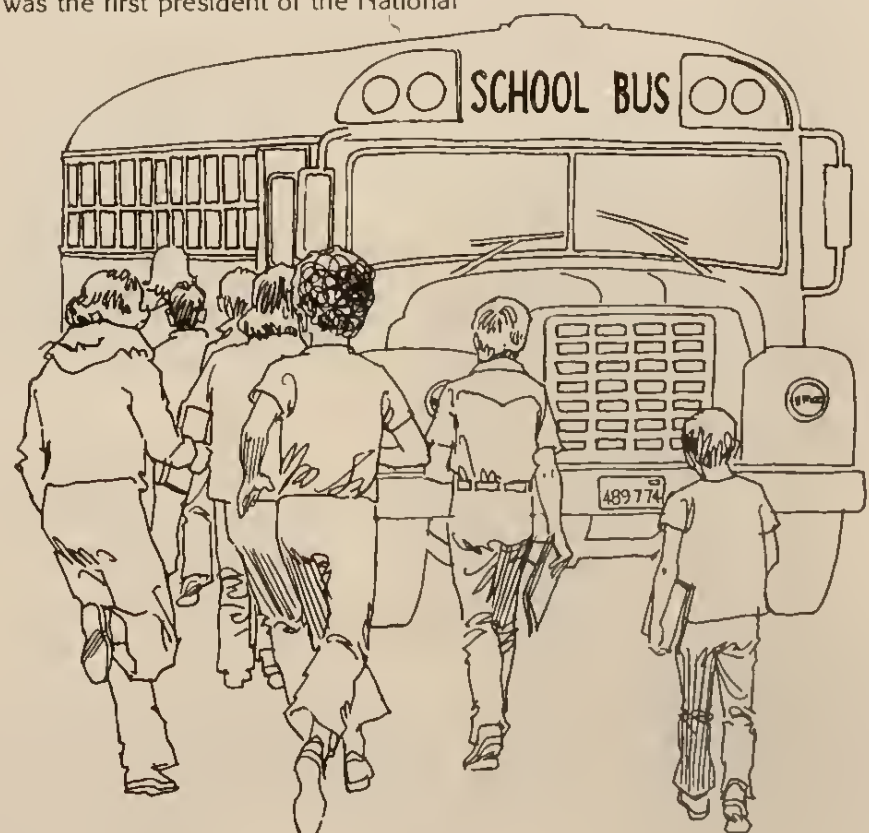
The conference is open to school bus drivers, bus contractors, school superintendents and administrators, school board members and parents—from Montana, Alaska, California (northern), Idaho, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming. The registration fee, which includes some meals, is \$40. Workshop titles include "Energy," "Bus Discipline," "Bus Evacuation of Special Education Students," "Computer-Assisted Transportation" and "Economizing Bus Trips." Social activities include a pitchfork fondue and river cruise on Wednesday evening. Registration begins at 7 p.m. on Tuesday.

Robert Larsen, past president of the National Association for Pupil Transportation, will make this year's keynote speech. Larsen is Supervisor of Pupil Transportation and School Census in the Robbinsdale, MN, school district—one of Minnesota's largest. He has published articles and conducted workshops nationwide on such topics as school bus driver training and computer-assisted bus routing. He was the first president of the National

Association for Pupil Transportation and a member of the U.S. Department of Transportation study committee on pupil transportation safety.

Dr. Ernest Maddock, associate professor of special education at Glassboro State College in New Jersey, will present a workshop on special education transportation.

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Microcomputer

helps Dillon students improve reading skills



Microcomputers are great for enrichment, vocabulary review and practice and for individualized pacing of curriculum, according to Nellie Bandelier, principal and first-grade teacher at Mary Innes School in Dillon.

At the beginning of this school year, staff members at Mary Innes School received an ESEA Title IV-C grant "to develop microcomputer reading

Computers can offer excellent basic-skill instruction for all students ranging from the gifted to the slow learner.

programs to help beginning readers in late kindergarten and first grade learn basic vocabulary."

"Some students need more individual help and repetition than time allows a classroom teacher to give," Bandelier said. A microcomputer is "like having another teacher in the classroom."

For hundreds of years, the main education

delivery systems were limited to the teacher, the blackboard and the book. To keep up with the education needs of today brought about by increasing technology, educators must learn to use the products of that technology to stimulate students and update teaching methods. The rapid increase in the number of microcomputers in Montana's classrooms is testimony to teachers' adapting technology to prepare students for the future.

The Dillon program is an example of what can be accomplished when the entire school district works together, according to Bandelier.

The school's administration helped prepare the grant application. Junior high teacher Dick Ferris taught computer programming to all teachers in the district who wanted to learn, on his own computer after school. And Linda Reichle, junior high typing teacher, put the programs written by Bandelier into the computer and on tapes and also set up a storage system.

The computer has been widely accepted in the Dillon schools. According to Bandelier, all kindergarten and first-grade teachers in Mary Innes School are using the computer. The kids love it. "I've never had one turn it down," Bandelier said.

And when they took the computer to the school board to demonstrate it, the board bought another computer for Mary Innes School, two for Parkview North School and one for Parkview Junior High.

Most important, "the kids are improving their skills," Bandelier said. "It is a great enrichment program for the brighter students, and the slow students are also doing well," she said. "They can work at their own pace and work on improving their scores by repeating the programs."

Bandelier has written 30 programs for the computer. Two or three programs are written for each book used in the kindergarten and first-grade classes. This way, Bandelier said, after they read a book they can reinforce the new material they learned by working on the computer.

Mary Innes School uses a PET computer because it is the most basic one they could find. In addition, it is housed in one unit so that it can be easily moved from classroom to classroom. It also has capital and lower-case letters unlike most microcomputers. This is important for helping younger children learn to identify and read words and sentences, Bandelier said.

Students can work at their own pace and work in improving their scores . . . "The kids are improving their skills."

"Our programs feature Robby Robot, a friendly robot who smiles and twinkles his antennae when the answer is right. If the answer is wrong," Bandelier said, "he is sad, he frowns, his antennae droop and he flashes the right answer." The right answer must be given before the next question is given. The students receive immediate and systematic feedback on their performance.

The computer records how many answers are correct on the child's first try. The number right is shown at the end of each program so that the children or teacher can record the results.

Numerous approaches were used to write the programs. The students may have to: match lower case with capital letters; fill in blank sentences with the correct word; find a word to match a picture on the computer in a rebus sentence; answer short-story questions; or answer comprehension questions from a short paragraph.

"The easiest program is matching lower case letters with capital letters," she said. "The kindergarten students have no trouble using the computer or handling the programs."





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During a recent parent-teacher conference, Bandelier said that while she was busy in the classroom a kindergarten student took over the computer in the hall and was teaching parents how to use it. The parents were also pleased to finally meet the Robby Robot they had been hearing about from their children, she said.

The students have made Robby Robot puppets out of half-pint milk cartons and have written stories about him. Robby Robot is a friend to the students as well as a teaching aid for Bandelier and the other Mary Innes teachers. "It never gets mad at you. It is always helping the students and is very patient," she said.

"I'm sure a microcomputer is beneficial to both rural and large schools," she said, "maybe more so in a smaller school and rural community because the students are exposed to new ideas, and I get some help in the classroom."

Bandelier can work with a small group of students while the others are doing desk work and waiting for their turn on the computer.



"Some students need more individual help and repetition than time allows a classroom teacher to give A microcomputer is like having another teacher in the classroom."

One disadvantage to their microcomputer system, Bandelier said, is that they don't have a printer attachment. A printer would be useful for grading and allow teachers to keep copies of the questions that the children have trouble with. With the current programs, teachers do not know which questions the students have trouble with or how many times they take to answer a question correctly unless they are watching the children work.

Once again educators are faced with the situation in which technology has advanced more quickly

than available resources. "I would like to see more teachers exposed to computers," Bandelier said. "They need to know what they can do . . . drills, tests and simulations, for example. Use of computers should be taught in college just as use of film projectors is," she said. Bandelier also said that it is often left up to teachers to learn to write a program. "Programs should be available as library books are now," she said.

Programs written in-house by teachers, parents and students have the advantage of immediacy and relevance to the materials being used in the school. Commercial vendors have the skills to write good programs but may use inappropriate vocabulary and inaccurate, misleading or biased information.

In response to the needs for software, groups are developing across the country to share efforts, programs and solutions to problems.

Computers can offer excellent basic-skill instruction for all students ranging from the gifted to the slow learner. The field is new and developing and changing daily, which offers teachers an opportunity to become part of the effort to direct, control and decide what computers will do—for the curriculum, the classroom, the teacher and, ultimately, the student. Computers also hold the potential for opening teaching and learning opportunities. ☆

Youth speaks out for disabled

The first-place, state winners of this year's "Ability Counts" writing and poster contests were Kristina Karasek of Missoula, for her essay, and Mariann Magnuson of Simms, for her poster. Karasek won the fifth-place prize in the national contest. Her essay is printed here in full.

The other writing contest winners were: Joan Haubrick (second) and Cheryl Davis (third), both of Helena. The other poster contest winners were: Annora Field (second) and Tracie Butts (third), both of Eureka.

"America handicaps disabled people. And because that is true, we are handicapping America itself."¹ This statement by Frank Bowe, author of *Handicapping America, Barriers to the Disabled*, may have some bearing on the country as a whole, but could it be true of Missoula, Montana? Do Missoulians deny disabled people basic rights? Before tackling this question it would be appropriate to clarify this comment.

Although the national symbol for the handicapped is a wheelchair, the 36 million disabled Americans vary greatly in their disabilities. One out of six Americans is plagued with physical, mental, and emotional disabilities.² We are all one accident away from becoming handicapped.

Handicapped students on the University of Montana campus cite building accessibility as their most frequent complaint.³ The University of Montana can not afford to convert non-accessible buildings, but all new structures, although relatively few in number, are built with the handicapped considered. The new library is perhaps the best example of this. To help combat the problem, advisors allow handicapped students to register early. Blind students can then receive tapes of their texts in time

and a more accessible and convenient schedule may be arranged. If scheduling cannot overcome the problem of a student being unable to reach his class, the whole class is moved or the students is physically carried there.⁴

At the University, arrangements are made for such students to receive their own reserved parking places. Suitably designed housing facilities exist for the handicapped on campus. The handicapped student union does much to orient disabled people to the opportunities available at the University. Federal grants also encourage disabled people to pursue a college education.⁵

Another advance in the development of removing barriers that the disabled face is the recent construction of the Clark Fork Manor. This housing complex provides 134 housing units, food services, recreational facilities, and even beauty salons. In such an accessible building the inhabitant who would ordinarily require home help is taken care of by nurses and waitresses. Federal grants are another incentive for people to move into the project. At present the building is full.⁶

Bruce Blattner, paralyzed for life from his neck down as a result of a tragic auto accident, is a successful teacher at the Missoula Technical Center. Such accommodations do not appeal to Bruce. He battled the problem of finding a suitable house to convert into an accessible home. Ordinarily Bruce Blattner, who is confined to a wheelchair, would have to hire home help; instead, his parents live with him. Bruce financed this endeavor himself and as one would imagine, is was quite costly.⁷

In the community at large there are also major attempts to aid the handicapped citizen fight transportation problems. Recently after the birth of the Mountain Lion Bus line, "Mountain Van" evolved. Funded by federal grants and donations, there is no charge for its services. Running on a dial-a-ride basis, the single bus, having equipment to get wheelchairs in and out, is booked all day. Agreeing

that the present bus is insufficient, administrators have bought two more buses which will be on the road in March. They are satisfied that the system will then meet the needs of Missoula disabled people.⁸

Finding a suitable occupation may be another barrier to a disabled person's happiness. The International Labor Organization promised in 1955 that "vocational rehabilitation services should be made available to all disabled persons."⁹ In Missoula handicapped people seeking employment are referred by various agencies to the Vocational Rehabilitation Services. This agency offers various training services which appear to change almost monthly as different grants expire and begin.¹⁰

Bruce Blattner and other individuals agree that attitudinal barriers can be the most destructive force possible for a disabled person. Generally, Missoulians exhibit a positive attitude toward the disabled. The *Health and Welfare Resource Guide, Missoula, MT* is a 61-page book describing some of the groups in Missoula which exist to help disabled citizens and give them support. In a single year, Missoula has seen the birth of new housing and a transportation system. A start to removing barriers which disabled individuals face has truly begun in Missoula. ☆

¹Frank Bowe, *Handicapping America, Barriers to the Disabled*, p. 1.

²*Ibid.*, p. 89.

³Interview with Margret McGuire, Missoula, January, 1980.

⁴*Ibid.*

⁵*Ibid.*

⁶Interview with Ms. Seibert, Missoula, January, 1980.

⁷Interview with Bruce Blattner, Vo-Tech, Missoula, January, 1980.

⁸Interview with Vivienne Crabtree, Missoula, January, 1980.

⁹Julietta Arthur, *Employment for the Handicapped*, p. 2.

¹⁰Interview with Lucy Nicholson, Job Service, Missoula, January, 1980.



Karasek and Magnuson with Jim Murry, president of the Montana AFL-CIO, which co-sponsored the contests with the Office of Public Instruction and the Departments of Labor and Industry, and Social and Rehabilitation Services.

Montana educators begin computer information bank

As microcomputers become more plentiful in Montana classrooms, the need for communication among microcomputer users grows. To help meet this need, the Office of Public Instruction is initiating the *Microcomputer Information Exchange*.

The Exchange will maintain a collection of brochures, catalogs, programs, ideas, comments, suggestions, books and magazines, and other material that may interest current and prospective microcomputer users.

The following list includes some of the information that the Exchange would like to have.

1. The type of computer equipment your school has.
2. The accessory equipment you have (printers, disks, cassettes, etc.)
3. Where you obtained your equipment.
4. Any problems you encountered in obtaining your equipment and how you solved those problems.
5. How you use the computer in your school.
6. Problems you have had with your equipment—and solutions, if any.
7. The programming languages you use in your system.
8. Any new books or magazines you have found to be helpful.
9. Programs you or your students have developed, which you are willing to share with others. (Please document the programs as thoroughly as possible.)

We need your help to get started! Use the above list in gathering information about your school, and send it to the following address. (Include any other information you think might be helpful to teachers and students.)

Microcomputer Information Exchange
Office of Public Instruction
State Capitol
Helena, MT 59601

If you have questions call Larry Burgher or Bill Connett in the Office of Public Instruction, 1-800-332-3402. ☆



Outdoor workshops set

Workshops in the Pioneer Mountains near Dillon are scheduled for July 6-12 (for elementary teachers) and July 20-26. Skills in ecology, social studies, environmental education, physical education and recreation will be taught through aquatics, offtrail activities, mountaineering and field sports. The workshops are designed to enable participants to teach these skills in the school.

Western Montana College will offer three credits for participation and an additional, optional three for follow-up implementation in schools. The cost of the workshop—excluding credits—is \$75 per participant, which includes all meals, lodging and materials.

A deposit of \$25 is due by June 15. For more information, write: Director of Summer Session, Western Montana College, Dillon 59725.

An advanced workshop in high country wilderness ecology is scheduled for July 14-18. Participants must bring their own food and equipment for this five-day, four-night, 20-mile outing and must have had backpacking experience and some life science education. The workshop is limited to 15 participants, and three credits are offered by Western Montana College.

Pre-registration forms and deposits are due by June 13. Write: Director of Summer Session, Western Montana College, Dillon 59725. ☆

Montana journalism write off

"We want to give students the learning experience of what 'hard news' is all about," said Jerry McNichol, Bozeman Senior High newspaper and yearbook advisor and coordinator for the Fourth Annual Montana Journalism Write Off. The Write Off was held earlier this spring in Bozeman with 124 students competing in 11 categories.

"The importance of the competition," McNichol said, "is that students learn how to judge their time It makes them realize that it doesn't matter how many good ideas they have if they can't initiate one and carry it through under a deadline."

Students were given two hours in which to take instructions, listen to speakers (in some categories), and then write a story, draw a cartoon or prepare an advertisement or a newspaper or yearbook layout.

Although smaller schools compete with larger schools, McNichol said that the "technical aspects may be more advanced in a larger school, but the skills of the individual students should be equal."

Professional journalists, artists and photographers judged the competition.

First-place winners in each category were:

News Writing	Randy McCarver, Bozeman
Editorial Cartooning	Steve Albini, Missoula
Newspaper Layout	Jane Branch, Stevensville
Sports Writing	Tom Ponich, Billings
Sports Photography	Dave Hadford, Bozeman
General Photography	Ron Sperry, Missoula
Feature Writing	Ann Hennessey, Helena
Headline Writing-Editing	Lisa Skelton, Missoula
Advertising Layout	Alise Rudio, Missoula
Editorial Writing	Mark Reinsel, Missoula
Yearbook Layout	Melanie Perkins & Jorgie Schreiner, Bozeman

☆



Polson High School seniors Kathy Sept, (left) and Jenny Krebsbach (right) concentrate on their project in the "yearbook layout" division of the recent Montana Journalism Write Off held this spring in Bozeman.

Transportation conference . . .

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Maddock pioneered in special education in the United States and has published several books and articles on the atypical child. Maddock, who is also a psychologist, is presently completing nine years of study for a book on autistic children. He has held and presently holds many administrative positions at various schools and hospitals for the atypical individual—mentally retarded to gifted. Maddock has also driven school buses for the handicapped.

Dr. Hien Nguyen of the University of Montana mathematics department will present a workshop on computer-assisted transportation. Nguyen studied at the Ecole Polytechnique in Paris and at M.I.T., where he earned an M.S. in business administration and a Ph.D. in mathematics. Nguyen's specialty is "operations

research," a new field of applied mathematics addressing complex management and administrative decision-making. He has published numerous articles on mathematics research and has worked as a consultant in operations research, recently for the Great Falls schools in helping design their computer-assisted pupil transportation system.

Captain Gene E. Miller of the Montana Highway Patrol will talk on laws and emergency procedures. Miller is presently based in Great Falls as head of the Highway Patrol's Central Region, which comprises 15 counties. He was also a trustee of schools in Savage, MT.

James D. Bergene will conduct a workshop on school bus discipline. Bergene is presently the assistant superintendent for secondary education in the Great Falls public schools, having served as principal at C.M. Russell High School (Great Falls), Paris Gibson Junior High School (Great Falls) and also at North Toole County High School (Sunburst). Bergene received an M. Ed. from the Pennsylvania State University.

Hanford Combs will talk on energy. Combs is a nationally recognized expert on pupil transportation, and president of School Transportation Systems, Inc. He served ten years as the chief of pupil transportation for the Ohio Department of Education and has written articles, conducted workshops, directed research projects and taught college courses on pupil transportation.

Jean Frohock is a school bus driver and the director of special transportation projects and programs for the Glassboro, NJ, public schools. Frohock will conduct a workshop on the bus evacuation of special education students. She is presently developing a program for the evacuation of trainable handicapped

students, and her other duties as special transportation director include driver training, developing and implementing school bus safety programs and inservice training for drivers.

Superintendent of Public Instruction Georgia Ruth Rice will also present a workshop on bus evacuation. Rice formerly served as pupil transportation safety supervisor for the Montana Office of Public Instruction and taught in Montana's schools and at M.S.U. for many years. As pupil transportation supervisor, she developed a school bus driver education program and handbooks for the State of Montana and also conducted

seminars for Montana's school transportation personnel. Rice has written articles for state and national publications.

This year's conference chairman is Rod Johnson, pupil transportation director for the Great Falls public schools. Broadwater County superintendent Theresa Love is president of the Montana Conference on Pupil Transportation, the state professional organization.

To find out more about the conference and to request a pre-registration form, call the pupil transportation safety consultant, Office of Public Instruction, toll-free 1-800-332-3402. ☆



ALA placement service

Schools in need of librarians may post position announcements at the American Library Association conference in New York, June 29-July 2. Order employer registration forms from: ALA Office for Library Personnel Resources, 50 E. Huron St., Chicago, IL 60611. Membership in

ALA or conference attendance is not prerequisite to using the service. Forms must be returned to ALA by June 11.

School librarians who are seeking positions may write ALA at the above address for an applicant registration form. ☆



ROBERT LARSEN
. . . keynote speaker

PRIME TIME

MATH & SCIENCE

To receive copies of the following free or inexpensive materials, unless otherwise noted, contact Bob Gibson, Math and Science Consultant, Office of Public Instruction, 1-800-332-3402.

A Bibliography of Free and Inexpensive Energy Materials—People and Energy Project, Washington, D.C., 8 pp.

Energy—An Annotated Bibliography of Selected Energy Education Materials, 62 pp.

Bibliography of Environmental Education Resources, 2 pp.

Bibliography—Energy Education, prepared for elementary teachers, 6 pp.

Energy Films—List of current energy films available for free loan to schools.

Science Activities in Energy: Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy.

U.S. Energy Policy—Which Direction?—Grades 11-12.

Networks: How Energy Links People, Goods and Services—Grades 4 and 5.

Energy in the Global Marketplace—Grades 9, 10 and 11.

Two Energy Gulfs—Grades 6 and 7.

Energy Transitions in U.S. History—Grades 8 and 9.

Community Workers and the Energy They Use—Grade 2.

Western Coal: Boom or Bust?—Grades 9-11.

How a Bill Becomes a Law to Conserve Energy—Grades 9, 11 and 12.

Transportation and the City—Grades 8 and 9.

Energy, Engines and the Industrial Revolution—Grades 8 and 9.

The Energy We Use—Grade 1.

Award Winning Energy Education Activities for Elementary and High School Teachers.

Wind Energy—Grades 4-8.

Electrical Energy—Grades 4-8.

Conservation—Grades 4-8.

Pie in the Sky—Grades 4-8.

Bibliography—Mathematics for Gifted Children, Mildred Renfern, Renton, WA, 4 pp.

Bibliography—Free Materials for Teachers of Mathematics.

Other Energy Items Available:

Energy Conservation Calendar—1980

Mickey Mouse and Goofy Explore Energy Conservation.

The Montana Energy Saving Handbook for Homeowners.

New Additions to the Film Library:

9011 Body Defenses Against Disease, EBE, 1979, 8-12, Color, 14 min. Diseases, Immunization, Micro-organisms.

9133 Tilt, NFBC, 1979, 6-10, Color, 19 min. Food Supply, Emerging Nations.

9137 To the Edge of the Universe, NFBC, 1979, 5-9, Color, 27 min. Space Exploration, Radio, Universe.

9144 Walk in the Forest, A, NFBC, 1979, 7-11, color, 27 min. Forests and Forestry.

9147 We Call Them Killers, NFBC, 1979, 5-10, color, 16 min. Whales, Communication - Nonverbal, Marine Biology.

9149 Where Do We Go From Here?, NFBC, 1979, 8-12, Color, 22 min. Transportation, Cities and Towns.

—Bob Gibson, consultant
Math and Science



Special Education

The IEP Process

Individual Educational Programs (IEPs) are the heart of the 1975 Education of the Handicapped Act, as amended by PL 94-142. Although IEPs have been mandated since October 1, 1977, they are still confusing to many persons attempting to provide quality educational services for handicapped children in Montana.

The IEP process can be viewed as having two main parts: (1) the IEP meeting (initially when placing a child in special education and at least annually thereafter) at which parents and specified school personnel jointly develop a child's educational program; and (2) the IEP document itself, which is a record of the decisions reached at that meeting.

A properly constructed IEP should serve the following purposes and functions:

1. The IEP is an integral part of the procedural protections guaranteed under the law to parents of handicapped children and helps to ensure active parental involvement in assuring that free, appropriate services are provided to a handicapped child.

2. The IEP is a management tool designed to ensure that every handicapped child receives special education and related services appropriate to his or her needs.

3. The IEP is a monitoring/compliance document to substantiate that a handicapped child is receiving a free, appropriate public education.

4. The IEP represents a commitment of resources necessary to meet a child's unique special educational needs.

5. The IEP is a communication device to help ensure that all participants (parents, school personnel and others) are actively involved in providing appropriate educational experiences for every handicapped child.

IEPs are to be developed at a meeting including: a representative of the public agency (an administrator or designee who has the authority to commit agency resources); one or both of the child's parents; the child's teacher; the child (where appropriate); and other individuals, at the discretion of the parent or agency. This meeting should take place as soon as practical following the determination that a child is handicapped (as determined by the Child Study Team).

Placement of a child into special education may not be done without a completed IEP. This process—in Montana—is not complete until the parents have given written approval of the completed IEP.

An IEP must contain the following components (Section 121a.346, Federal Register, Aug. 23, 1977):

a. "A statement of the child's present levels of educational performance." This information should give an accurate picture of the child's performance in clear, understandable language and contain sufficient information to document the need for special education and related services.

b. "A statement of annual goals, including short-term instructional objectives." The annual goals should represent projected educational achievement levels for a child on an annual basis. The short-term objectives are simply outcomes or milestones for measuring progress toward the annual goals. Short-term objectives refer to projected outcomes that are to be evaluated on at least a quarterly basis. Short-term objectives need not specify instructional plans (i.e. lesson plans) nor do they need to describe each step in the learning process. The purposes of short-term objectives are to allow the setting of realistic goals, to ensure communication among the persons concerned with a child's education and to provide specified measurement of progress.

c. "A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs." This statement serves to commit the agency to providing the special education and related services determined to be appropriate for meeting the unique needs of the child. The statement should specify not only the type of service to be provided but also the amount of such service deemed appropriate for the child. Thus, if speech therapy is indicated for a child, the frequency and length of sessions should be specified. Generally only those aspects of a child's instruction that need be specially designed to meet his or her particular needs are included. Services that can be appropriately provided via non-modified regular education programs need not be included in the IEP. Physical educa-

tion should be specified separately only if "special" physical education is to be provided. Otherwise, simply stating "regular PE" would suffice.

d. "The projected dates for initiation of services and the anticipated duration of the services." The time lines required here are simply a continuation of the projected commitment of services to be provided the child. The duration of services typically represents either the anticipated date by which the child will have accomplished the relevant annual goal or the date scheduled for the annual review.

e. "Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved." Assuming that short-term instructional objectives have been written in behavioral terms (i.e., specific task to be accomplished, conditions under which it will be performed and measurement standards for accomplishment), this section requires primarily the additional inclusion of times at which progress will be formally evaluated and communicated.

In summary the IEP is a valuable, multi-purpose document that details comprehensive educational programs designed to meet the unique needs of all handicapped children.

The on-site monitoring of local special education programs, as mandated by federal regulation, relies heavily upon inspection of the IEPs. The following specific questions are addressed during monitoring:

- Are IEPs in place for all handicapped children?
- Were the IEPs developed at a meeting that included the participants required by law?
- Were the IEPs in place prior to the children's placement in special education classes?
- Do the IEPs document written parental approval?
- Are all of the required contents present in the IEPs?
- Are all of the required contents present in the IEPs?
- Are special education and related services being provided each child in accordance with his or her IEP?
- Are all IEPs reviewed and updated at least annually?

—Dal Curry, consultant
Special Education Unit

ARTS IN EDUCATION

Music, Art, Drama and Creative Movement Workshops (Arts in Education) are planned for September 19-21 in Helena.

Right/left brain modal research and its implications for teaching and learning in the arts and basic ways to strengthen the arts in education in Montana will be the main themes.

Workshop leaders include: Jim Sjolund, well-known music educator from the Washington State Department of Education; Gene Fink, innovative educator in the arts and in special education from Spokane; and Burl Winchester, currently a national lecturer in right/left modality and learning, Bozeman.

One or two graduate or undergraduate credits will be optionally offered for the workshops through Western Montana College, Dillon.

Information and registration forms will be sent to all music, art and drama teachers and all school superintendents in May '80 and again in September '80.

For more information please contact the Arts in Education consultant, 1-800-332-3402.

The **Education Through Music (ETM)** month-long international institute will be held at Montana State University again this summer, July 14-August 8. A number of general music teachers, classroom teachers and multigrade rural teachers have found the Education Through Music (ETM) concepts and curriculum materials very helpful. Some schools are using a combination of Silver Burdett materials and ETM materials as part of their music programs.

For more information write Betty Lou Hoffman, Publicity Chairman, ETM Summer Institute, 807 Montana Ave., Deer Lodge 59722; or Department of Music, Montana State University, Bozeman 59717.

Each Subject Area—Including Music, Art, Drama and Dance—Has Its Own Set of Basic Skills.

The **YouthinArt Touring Exhibition** of 54 pieces has been shown in Helena, Bozeman, Billings, Great Falls, Fort Benton, Chester, Havre and Glasgow.

Teachers, students and communities are finding it helpful for inspirational and instructional purposes. Reports from host sites are that the exhibition is well organized, easily assembled and of better quality than viewers might have expected.

Thanks to all teachers and students who participated. Everyone agrees that more visibility for student art is good.

If you would like more information about the YouthinArt Exhibition, contact the Arts in Education consultant.

YouthinArt colored slide sets of all K-12 artwork originally submitted to the show are available for classroom use next school year. There will be no rental charge for the sets; only postage will be required. For more information contact the Arts in Education consultant.

A child learns naturally through all his or her senses. Teach and reinforce concepts by using music, art, drama, creative movement and dance.

The Summer Workshops for Rural Teachers, June 5-8 at Western Montana College, Dillon, will provide music, drama and creative movement sectionals. Credit is offered. For more information contact Dr. Lee Spuhler, Director of Continuing Education, Western Montana College, Dillon 59725.

Music in Our Schools Week (MIOSW). The emphasis on music this March increased interest and participation in schools and communities around the state, as did the **Youth Art Month** observance.

Music and art teachers, and their students, are writing letters to thank principals, superintendents, school board members, parents, media and community businesses for their support. In the same letters are suggestions about support and time slots for next school year's music and art promotions.

Thousands of Montana Students participated during the school year in the **Montana Art Interscholastic (MAI)**, the **Montana Music District Festivals** and **State Solo and Ensemble Festival**, the **Montana District and State Speech and**

Drama Meets and the Montana State Thespians Convention.

Why not thank your administration, parents and community for their support of these significant and essential programs for Montana students.

—Kay Burkhardt, consultant
Arts in Education

SCHOOL FOODS



School Food Services Training Conference

Havre High School Aug. 13-15
Bozeman High School . . . Aug. 19-21

Registration—7:30-8:30 a.m. the first day; 8-8:30 a.m. the other two days.

Registration fee (includes banquet)—\$10, members of Montana School Food Service Association; \$12, non-members. Lunches will consist of food prepared by vendors as part of demonstrations.

August is tourist season, so make reservations if you plan to stay in one of the nearby motels. If you would like to stay in a college dormitory, write the Division of School Food Services or call toll-free, 1-800-332-3402.

The agenda includes: demonstrations on salad preparation; new ideas for preparing fresh fruits; dishwashing machine operation and maintenance; menu planning; the Monroe school lunch cartridge 2880 calculator; hints on purchasing food; and a session for new cooks.

On Wednesday of each conference, vendors will demonstrate such equipment as tilting braising pans, convection ovens, small equipment and various other kitchen utensils. The show is open to all school personnel.

At the record-keeping session on Wednesday afternoon, changes on all three reports sent to this office will be discussed along with other aspects of record-keeping and program administration.

The program is designed for both new and experienced cooks. Please notify your cooks of the dates before school lets out for the summer. Administrators would also benefit by attending.

AIMS Proposal

Efforts by school administrators and others to modify the AIMS proposal have met with some success. Final regulations will have significant changes in the sanctions category. Our thanks to those who wrote USDA concerning AIMS.

Self-study Training Course

The Division of School Food Services and the Montana School Food Services Association wish to congratulate Evelyn Leggett of Worden-Huntley Project for being the first person to complete Level I of the self-study training course.

She successfully completed all packets of the course, which included nutrition, baking, food preparation and equipment and passed tests for each.

Leggett is eligible for Level I certification by being a member of the Montana School Food Service Association, having attended a training conference and having successfully completed the training packets.

The course was developed and managed by the Division of School Food Services.

Ending Inventory

Clerks are reminded to report on their final beginning and change report the dollar value of the cases of food on inventory.

What's the value of a non-restrictive indirect cost rate? It may have a significant effect on your school's food service budget! A non-restrictive indirect cost rate is used in place of the former, pro-rating method. Schools must have the non-restrictive indirect cost rate if they are to reflect an accurate total meal cost.

Indirect costs are calculated by multiplying the rate times the total of direct costs. The indirect cost is then added to the direct cost to give a total per meal cost. For example, the direct cost of the meal is \$.82, with a 20 percent indirect cost rate.

$.82 \times 20 = \$.164$ indirect cost

$.82 + .164 = \$.984$ total meal cost

Since the federal reimbursement for free meals is \$.9725 per meal, no over-claim would be filed.

By having a non-restrictive indirect cost rate, schools may capture indirect costs and need not unnecessarily return reimbursement money to the Office of Public Instruction.

Application forms were mailed to each district in March and should be returned as soon as possible. Any questions should be directed to the Division of School Food Services.

What will Congress do?

President Carter has proposed a cut of five cents per meal general reimbursement for the paying child, and Congress has initially gone along with it. President Carter also proposes to reduce eligibility for free meals from 125 percent to 100 percent of poverty level and reduce eligibility for reduced price meals from 195 percent of poverty level to 150 percent. Administrators are advised to develop a contingency plan in case these cuts become effective.

Competitive Food Regulations Finalized

The United States Department of Agriculture has completed regulations concerning foods sold in competition with the National School Lunch and School Breakfast Programs.

The new regulations restrict the sale of certain foods, determined to be of minimal nutritional value, to children on the school premises beginning with the school day and ending after the last lunch period. These restricted foods cannot be sold during the breakfast period in schools operating the School Breakfast Program. The foods that are restricted from sale to students are classified in the following categories:

1. **Soda Water**—any carbonated beverage.
2. **Water Ices**—frozen sweetened water such as "...icles" and flavored ice.
3. **Chewing Gum**—any flavored products from natural or synthetic gums and other ingredients which form an insoluble mass for chewing.
4. **Certain Candies**—hard candies, such as sour balls, lollipops, fruit balls, candy sticks, starlight mints, after-dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops; jellies

and gums, such as gum drops, jelly beans, jellied and fruit-flavored slices; **marshmallow candies**; **fondants**, such as candy corn or soft mints; **other restricted candies**, such as licorice, spun candy and candy-coated popcorn.

Please note that ice cream, ice milk and water ices that include fruit or fruit juice are not restricted. Also, certain beverages that do not contain soda water (carbonated) are not restricted. "Chips" are not restricted; neither are flavored (chocolate, strawberry, vanilla, etc.) candies restricted that may contain any of the following: nuts, peanut butter, caramel, coconut, nougat centers, milk-based fillings or other similar ingredients. In fact, no foods are restricted unless they fall in one of the four categories listed above.

In summary, this new federal regulation prohibits the sale to students of certain restricted foods on school premises—which include the main campus building and all other buildings and areas on the campus—until after the school's last lunch period.

The competitive food regulations must be implemented by no later than July 1, 1980. The U.S. Department of Agriculture has encouraged schools to begin curtailing the sale of these restricted foods at this time. Each school may adopt a stricter policy than that adopted by USDA. This regulation would affect only those schools participating in the National School Lunch and School Breakfast Programs.

Nutrition Education Summer Workshops

Are you interested in health and nutrition? Do you need credits for recertification? These workshops may be for you! Course topics include nutrients, weight control, contemporary nutrition issues, dietary goals, meal evaluation, nutrition resources and snacks.

June 2-6

Glendive—Dawson Community College, 30 hours for three undergraduate credits for \$24. There will be no dorm space available.

June 9-13

Havre—Northern Montana College, 30 hours for three undergraduate credits for \$20. There will be no dorm space available.

Missoula—University of Montana, 30 hours for two undergraduate credits for \$20. Dorm space will be available by application only—\$6 per person per night for a single and \$5 per person per night for a double. Request application from Director of Housing, University of Montana, Missoula 59812; and return it with a check.

June 16-20 (tentative)

Billings—Eastern Montana College, 30 hours of undergraduate credit.

June 16-27 (half-days)

Helena—Carroll College, 30 semester hours for three undergraduate credits for \$150. Also, there is a \$20 application fee if you have never attended Carroll.

The textbook **Nutrition: Concepts and Controversies** must be purchased for the course. Course requirements also include an outside-of-class project. A stipend of \$20 will be available to participants upon completion of the course.

—H. Brisbin Skiles, manager
Division of School Food Services

continued on page 10. . .

From Our Younger Readers.....

Spirit Horse

by Michelle Pollard
9th Grade
Helena High School

As dusk sets on the silent sea
And cools the glistening sand,
The stars shine bright their brilliant light
Like beads strung on a strand.

The bright moon peeps through clouds of gray
Across a lonely course,
And in the distance thunder rolls—
The hooves of Spirit Horse.

He tramples hard the ground beneath;
His shrill neigh strikes the sky,
And in the blackness of his face
The red glows in his eye.

He gallops toward the seashore's end
That meets the water there,
And feels the coolness at his feet
And sniffs the salty air.

"Come back, come back!" the cold sea wails.
"Tis time, my little one!"
But Spirit Horse replies, "You lie—
'Tis not yet time to come."

The wind shrieks loud and chills his spine;
The water grasps in vain.
"Not time," he says, and turns away
To race across the plain.

And as he slowly disappears
In shadows dark and deep,
The angry water calms itself
Into a silent sleep.

And as the night grows old and fades
Into the morning light,
The sun climbs o'er the desert hills
To bring the world in sight.

A village, not far from the sea,
Begins another day.
The gulls begin their hunt for fish,
And boats fill up the bay.

Seiyan, a boy 'bout twelve or so,
Lives at the edge of town.
He lives there with his grandfather—
Too old to get around.

Their house is made of old scrap wood—
A shack too poor to keep—
And old, torn blankets cover up
The floor, on which they sleep.

"Today I'll catch some fish for us.
We'll not go hungry yet."
And as Seiyan rushed out the door,
His grandpa sat and wept.

"Oh, my boy, how good you are!"
He mumbled in his tears,
As withered hands reached out to grasp
Those long forgotten years.

Seiyan skips through the market place,
A pole fixed in his hand,
And as he nears his favorite spot
His feet kick up the sand.

His coal, black eyes stretch 'cross the sea
To spy a nearing ship—
'Tis nothing but the sea and sky
Patched with an island strip.

The fishing isn't good today;
All caught so far are two.
So Seiyan packs his fishing gear
And laces up his shoe.

The hot sun burns across his back
As seagulls circle 'round.
The walk is long and tiring
While going back to town.

"I've got two fish for us to eat,"
Says Seiyan with a smile.
His grandpa reaches out to him,
"Let's sit and talk awhile."

So while the fish is frying up,
The old man tells his tale.
"When I was just your age, my boy,
I found a hidden trail.

"It lies inside the Coral Cave,
An isolated place,
And there I met the Spirit Horse—
A thing of cunning grace.

"He stands twice tall as any man;
His coat is dark as night,
And in the blackness of his face,
His fiery eyes shine bright!



The frightened Seiyan stumbles out,
Quite puzzled, through and through.
Then, racing to the sea, he shouts,
"I know what I must do!"

And as he meets the sandy coast,
He races 'long the end.
He cries out loudly, "Spirit Horse!
Come out, I'll be your friend!"

There is no sound 'cept splashing waves
Against the massive rock,
And piercing cries of lonely gulls
Circling a rotting dock.

Breathing hard, Seiyan sits down
Upon the wet sea-sand.
His sweat pours down upon his cheek
And drips upon his hand.

The sea-wind soothes his burning face;
The water cools his feet,
And in the distance, thunder rolls—
A slow and steady beat.

His heart thumps fast, his breath is quick;
Seiyan can feel his fear,
And as the sound grows near to him
Its source becomes quite clear.

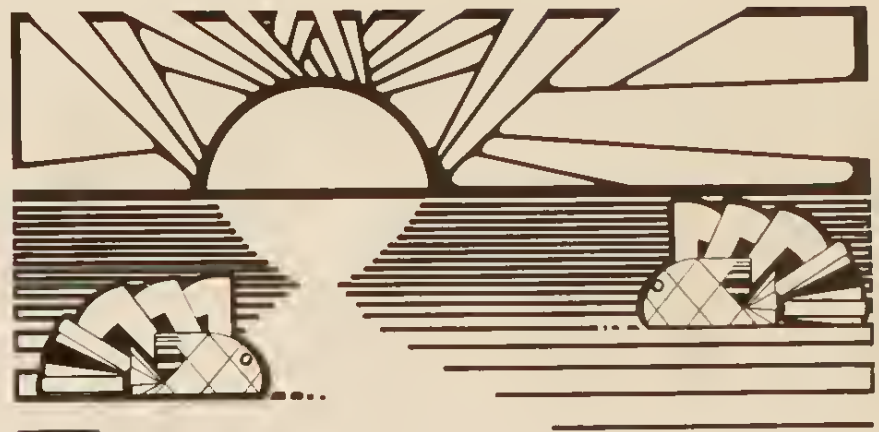
In terror, Seiyan runs away
Toward rock, broken land.
A painful stumble brings him down
All twisted in the sand.

He freezes, terror filling him.
His eyes look toward the sea.
Then to the sky he cries, "Oh, God!
Please! Please don't let it be!"

"I hope you find what I have found
And feel the love I've felt,"
And then the old soul cupped his hands,
Then closed his eyes and knelt.

Great tears streamed from his squinting eyes;
He cried aloud in pain.
"I beg, my Lord, before I die
I must see him again!"

His soul was drained of all its strength;
He lay there for a while.
He looked up to his grandson's eyes
And said, "Begone, my child."



But o'er the distant hills comes he,
That ghostly Spirit Horse.
His body made of blackened steel—
A creature of great force.

Seiyan's eyes close tightly shut,
His body tense and still.
Then he utters forth a cry,
A cry so high and shrill.

But nothing happens! Not a thing!
He turns his sweating head,
And there stands high the Spirit Horse,
A black horse of the dead.

A distant thunder breaks the spell;
He grins from ear to ear.
He knows it is the Spirit Horse!
Now joy replaces fear.

The horse comes forth on pounding hooves;
He greets him with a neigh.
"I'm here," he says with glowing eyes,
"I was not far away."

Warm friendship flows between them both—
A friendship deep and true.
Seiyan has now found a love
He never really knew.

Beneath the moon they race across
The glistening, wet sea-sand,
And 'neath the stars they tell strange tales
Of many a strange land.

Years pass by, so quickly by.
Seiyan is now a man,
But they still live in hidden caves
That stretch across the land.

But one day Spirit Horse is tense;
His fiery eyes grow dull.
He says, while drifting far away,
"I've lived my life quite full.

"Seiyan, the day is coming near
For me to leave for good.
So let's live these days best of all,
Understand, please, if you would."

Emptiness fills Seiyan now;
He hides his every thought.
He knows he must make each day count
With all that he has got.

"Good bye," says Spirit Horse one night.
"Good bye, my only friend.
It's time to go into the sea
And face up to my end."

But Seiyan hears not any word,
For he is fast asleep,
And Spirit Horse takes one last look
And leaves with one great leap.

"Come back, come back!" the cold sea wails.
"Tis time, my little one!"
And Spirit Horse replies, "It is . . .
It is my time to come."

The wind shrieks loud and chills his spine;
The water grasps his soul.
"Tis time," it whispers greedily,
And drowns the horse of coal.

"Spirit Horse! Spirit Horse!
Where have you gone?
There's nothing but the gulls
And the sweet wind's song.

And in the distance thunder rolls—
There's a storm that's coming on. ☆



Resource sharing . . .

. . . continued from page 1



Students dry apples in a solar food dryer.

"They [the students] see teachers sharing and working together. They learn to accept responsibilities and discover the decision-making process," Flaten said. "They have a chance to clarify their personal values and pursue their interests. They need to experience these things desperately at that age."

Flaten said that they saw improvements in the students. "They were enthusiastic about learning." Education is the most exciting thing they have going for themselves, according to Flaten, and the students saw that learning can be fun. In addition, Lolo staff noticed fewer discipline problems during the energy unit month.

The students were monitored closely and carefully during the energy unit. "The worst thing that happened was that several children were in

"They [the students] see teachers sharing and working together. They learn to accept responsibilities and discover the decision-making process. They have a chance to clarify their personal values and pursue their interests."

energy units they weren't signed up for. We simply went and found them and got them into the right room," Flaten said.

"This concept," she said, "the approach and method of teaching, was exciting. It would be an exciting concept whether or not it was energy." The staff at Lolo School plans on repeating the activity—using different activities and topics.

"The really exciting accomplishment achieved during this energy unit . . . was that students were sharing experiences. When I walked down

the halls, I didn't hear the usual conversations. The students were talking about what they had learned in their particular unit that day," she said. "They were sharing knowledge with other students."

Although the energy unit was very hard on the teachers, considering the time they had to commit and the training they had to receive to make the concept work, Flaten said she would like to see it done all year long. Teachers and students stand to benefit. ☆



Lolo students participate in the "automobile on trial," one of the many special energy unit activities.



Bob Gibson, math and science consultant for the Office of Public Instruction, conducts an energy simulator demonstration for Lolo students.

IDEA \$ BANK

At the elementary school in Lakeside, each student in George Karakey's second-grade class builds a working lamp that can be used for years to come. The children each bring \$1 to school to help cover the cost of the socket, plug, wire and post. The remaining cost is taken out of the room fund.

Each child also brings in a quart jar, enough things to fill it (macaroni, peas, corn, beans, rocks, marbles, shells, walnuts, etc.), a wooden spool, a 40-60 watt bulb and a clip-on lamp shade.

The spool and jar lid are drilled through so that the threaded post can be put into place on the lid and the spool fitted over. The socket is then screwed to the post.

After a series of lessons on basic electricity (batteries, AC, DC, circuits, switches), the children are taught to wire their sockets and plugs. The lamps are displayed at the Science Fair and at other spots where the school can enjoy the children's work.

For more information, contact George S. Karakey.



Fairview's adult education courses—there are 26 in all—include furniture refinishing, taxidermy, beginning Norwegian, car care for women, microwave cooking, beginning tile painting and disco dancing. The charge for each class is \$5.



The Business Awareness program in Conrad involves four teachers, grades 4-6, and every business in town. Contact Harley Ruff.



In Lolo, Dee Otero's third-grade mathematics class studied about money by working at eight Lolo businesses. Students first had to apply for jobs and be interviewed by Otero and the student teacher. The Missoula Area Resource Center (MARC) helped arrange the jobs. Contact Dee Otero.



At Jefferson School in Miles City, students learn about the school's special education program in a special "inservice" session. Contact principal Richard Johnson.

The staff of Montana Schools have enjoyed working with you this year and look forward to next. Have a happy summer!



PRIME TIME

...continued from page 7

TRAFFIC & SAFETY EDUCATION

Montana Highway Patrol Annual Report, 1978

In April we mailed each traffic educator a copy of the 1978 MHP Annual Report. This is the most current edition. If by chance you did not get yours or you need another copy, call or write the Office of Public Instruction.

Car Buyer's Tip

When buying a used car, check the radio push buttons. If they are all set on rock stations, chances are the transmission is shot.

Noted Without Comment

"The Moscow City Court has sentenced a drunk driver to death by firing squad for causing an accident that killed eight persons and injured seven others, according to a report from United Press International (UPI)."

The Montana Traffic Education Association's 1980 Spring Conference is now history. If you missed it, shame on you. It was the best ever. Make your plans now to attend the 1981 MTEA Conference May 3-4 at the Yogo Inn in Lewistown.

Funny by Accident

A vehicle mishap is rarely humorous, but some of the reasons cited as the cause of an accident can be. Metropolitan Life Insurance Company periodically compiles a list of the more "original" reasons given for accidents by its policyholders. Here are a few of the "classics" appearing on Met's list for '78:

"I had been driving my car for 40 years when I fell asleep at the wheel and had the accident."

"The pedestrian had no idea which direction to go, so I ran over him."

"As I reached an intersection, a hedge sprang up, obscuring my vision."

"The guy was all over the road. I had to swerve a number of times before I hit him."

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"I pulled away from the side of the road, glanced at my mother-in-law and headed over the embankment."

Did You Know?

In 1925 when there was a lot less traffic, U.S. highway fatalities occurred at the rate of 17.5 per 100 million vehicle miles driven. In 1977, with 50 times more drivers and 200 times more cars, the death rate was 3.8 per 100 million miles driven. Safer highway designs, safer cars, traffic control systems (stop lights, etc.) and the use of safety devices account for the better rate.

Freebies

America on Wheels: Yesterday, Today and Tomorrow. An activity program for driver education classroom use. Write: Motor Vehicle Manufacturers Association, 300 New Center Bldg., Detroit, MI 48202.

Sharing the Road with a Truck—Brochure. Write: Public Relations Department, American Trucking Association, 1616 P St., N.W., Washington, D.C. 20036.

You can get **Fuel Economy News**, from the Voluntary Truck and Bus Fuel Economy Program, USDOE, Washington, D.C. 20585.

You can get up-to-date information on most of the activities of the Department of Energy by getting on the mailing list for their **Energy Insider**. Write: DOE, GA-343, Washington, D.C. 20585. In your request, specify that you are an ADTSEA member and need the information for your work.

Gas Mileage. For the guide for 1980 vehicles, write: Fuel Economy, Distribution, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830. Be sure to tell them how many you need and whether you want the California version or the one for the other 49 states. Also, get the fact sheet: "Energy Conservation: Transportation" from the same place. For a free loan print of the excellent film, **Running on Empty**, write: DOE Film Library, at the above address.

MSF: On the Move. Newsletter printed six times per year. Reviews MSF activities and recent developments in the field of motorcycle safety. Available free from: Motorcycle Safety Foundation, 780 Elkridge Landing Road, Linthicum, MD 21090.

Ridin' Along Side by Side. This new safety booklet offers tips that will help make roads safer for drivers of vehicles of all shapes, sizes and performance capabilities. It explains why automobile drivers should understand and allow for the special problems that motorcycles face with maneuverability, visibility, hazards and intersections. Individual copies of the pamphlet and negatives for organizations that wish to reprint it are available free of charge from NHTSA. Write to: "Ridin' Along Side by Side," National Highway Traffic Safety Administration, NAD-42, Washington, D.C. 20590.

ARCO—The Atlantic-Richfield Company has developed an audio-visual package to assist in the teaching of gasoline conservation through fuel-efficient driving and maintenance habits. The package contains: 180-frame filmstrip; a 19-minute sound cassette; 50 student booklets; a pad of 100 mileage keepers; a tally chart, and a teacher's guide. These materials may be obtained free of charge by writing for "The Drive For Conservation Educational Program" to: Atlantic-Richfield Co., 515 S. Flower Room 1619, Los Angeles, CA 90071. The Arco program makes a good supplement to Montana's Fuel Conservation Driving Program, which is available through your local traffic education resource center.

Reading, Writing and Traffic Education

Instruction in reading and writing competencies can be carried out across curricular areas. The driver education class offers an excellent opportunity to do this owing to the students' high interest in course content.

There are many opportunities to nurture writing skills. Students can be prompted to write poetry or prose on topics such as driving experiences, traffic regulations, warnings to pedestrians, cars or transportation of the future, personification of auto parts such as the muffler, or speculate on the origin of names of cars. In addition, when performing the more routine writing activities such as answering chapter questions or taking written tests, the students should be encouraged to maintain the same writing standards as those expected in English class.

Development and enrichment of reading skills can also be undertaken. Map and graph skills can be reinforced. Specialized vocabulary can be taught through games and puzzles such as word searches, anagrams and crossword puzzles. Using the driver's manual or car brochures, comprehension skills such as sequencing, categorizing, inference and cause-effect can be studied. Recreational reading can be promoted in both fiction and non-fiction, based on subject content.

For those individuals interested in specific activities, **Reading Activities in Content Areas** by Dorothy Piercey (Allyn & Bacon Inc., 1976) would be a good source of ideas.

—Curt Hahn, manager
Traffic & Safety Education



As we look forward to summer dreams and plans, we might also look to some things we might do—in little corners of summer time—to ensure next year's steps toward our future hopes.

Workshops may be available to assist us. Peter Lippman, author of **The Great Escape**, will be in Billings the last two weeks in July. The first week he will give a workshop on illustrating children's books. Graphic arts will be the topic of the second week's workshop. For further information on Lippman's contribution to Montanans, contact Mary Schmiedeskamp, children's librarian, Billings Public Library.

The three state universities will be offering library courses that may help answer other needs.

If workshops or course work are not feasible this summer, it might be possible to obtain as much inspiration, assistance and knowledge from a carefully chosen book.

Some books that might be of interest:

Davies, Ruth Ann. **The School**

Library Media Program: Instructional Force for Excellence. 3rd ed. New York: Bowker, 1979.

DeWit, Dorothy. **Children's Faces Looking Up.** Chicago: American Library Assn., 1979.

Galvin, Thomas J., Kimmel, Margaret M., White, Brenda H. **Excellence in School Media Programs.** Chicago: American Library Assn., 1980.

Pellowski, Anne. **The World of Storytelling.** New York: R.R. Bowker Co., 1977.

Powell, Judith W. and LeLieuvre, Robert B. **Peoplework: Communications Dynamics for Librarians.** Chicago: American Library Assn., 1979.

Segal, Julius. **A Child's Journey.** New York: McGraw-Hill Co., 1978.

Whither the Film Library?

The state film library will be open for the 1980-81 school year. That's the good news. The bad news is that the price of films will be rising to \$6.50. Because of a substantial increase in circulation over the last two months and some hard-nosed budget cutting, the library is in better financial condition than could be foretold earlier this year. (See the March issue of **Montana Schools**.) Accordingly, we are going to attempt to offer the film service for one more year at the new price rate. It must be understood that we are counting on schools to maintain the current level of film use. In all honesty, if circulation levels do not hold up, we may find ourselves forced to curtail the film service next spring, before the end of the 1980-81 school year.

ALA/AASL Legislative Update

During a Midwinter Legislative Update Session sponsored by the ALA Legislation Committee, ALA's new legislative program was unveiled. AASL was represented by Johanna Wood, who presented reactions to the new program in relation to the resolution on "School Libraries" adopted by the White House Conference delegates. The WHCOLIS Resolution calls for: new legislation to ensure the establishment of a school library in every school according to state standards; evaluation of local school district efforts to meet state guidelines; cooperative planning between school and public libraries; and comprehensive instructional programs in library media skills for children.

Throughout the entire midwinter meeting, much discussion centered on a proposed National Library Act (S 1124). The AASL Board of Directors passed a formal vote of opposition to the bill as a "national" act. They stated that the bill addressed the needs of public libraries rather than the needs of all libraries. The AASL Board will re-examine this bill in revised form. The bill has been drafted and is titled The National Library and Information Service Act. This bill will be a center of discussion and controversy at the 1980 ALA Conference in New York City, June 29-July 3, 1980.

—Johanna S. Wood, Chairperson
AASL Legislation Committee

Are You Aware?

Radio Shack provides a comic book entitled, **The New Science Fair Story of Electronics.**

A bibliography on alternative energy is available for \$1. You can order "Select 70" list of energy books from: Solar Data, Dept. W6, 13 Evergreen Rd., Hampton, NY 03842.

Have a great summer!

—Mary Ann Schwehr &
Bruce MacIntyre
consultants, Library/Media

CLASSIFIEDS



Committee for Evaluation and Information.

The Data Acquisition Subcommittee of the Committee for Evaluation and Information systems will meet in Helena July 22-24, 1980.

This subcommittee represents school districts and state education agencies in each of the states and territories. Its assignment is to review federal forms in the areas of general statistics, special education, vocational education, civil rights, school lunch and finance.

For additional information, contact Steve Colberg, research specialist, Office of Public Instruction, 1-800-332-3402.



Community Health Workshop.

A seminar on the sexual behavior of youth will be held at the College of Great Falls on May 16. Dr. Sol Gordon from the Institute for Family Research and Education at Syracuse University (NY) will speak. The cost is \$5, and child care will be provided.

For a pre-registration form, write to: Community Health Systems, Inc., Family Planning Program, P.O. Box 2806, Great Falls 59403.



Course on Discipline.

"Classroom Discipline—from Destruction to Discovery" will be offered again this summer at Eastern Montana College by Harold Alterowitz. The course is designed to explore the discipline problems teachers face and to experiment with solutions.

The dates are June 16-26, 1-4 p.m.; and June 16-18 (regular summer session), 8:20-9:30 a.m. Three graduate credits are being offered.



Free Materials Still Available.

Plan for next year's classes. Copies of **You are the American Economic System** and **Understanding Your Legislature** are still available.

You are the American Economic System is a 32-page, color booklet that describes the basics of the economic system. **Understanding Your Legislature** will be a valuable tool during next year's legislative session.

Request copies by writing: **Montana Schools**, Office of Public Instruction, State Capitol, Helena 59601.

Survey on Computers.

The use of computers by educators is growing rapidly according to a survey recently conducted by the Northwest Regional Educational Laboratory's Computer Technology Program in Oregon. By 1982, 96 percent of all school districts in the Northwest will be using computers for administration, instruction or both.

The survey was conducted in Alaska, Hawaii, Idaho, Montana, Oregon and Washington.



Teaching With TV.

A workshop for teachers—"The Utilization of Television in Teaching"—will be offered at MSU, June 19-July 19, for four credits. The course will demonstrate how television can be used in instruction at all grade levels of education; television equipment; the skill of working with a team to produce a program; research studies that have been conducted on television as a medium for teaching; and how to write and produce television lessons.



Intermountain Junior Science Symposium Winners.

Tim Wolfe of Capital High School, Helena, and Greg Mastel of Hellgate High School in Missoula were awarded the top two science awards at the Intermountain Junior Science Symposium held in Salt Lake City March 19-22.

The Symposium is sponsored by the University of Utah and the U.S. Army. Both students will attend the National Junior Science Symposium at Columbia University, South Carolina on May 23.

Wolfe's research dealt with anticancer properties and was a result of his research work completed at the Rocky Mountain Laboratory in Hamilton, MT. Mastel's research covered the study of nutritional aspects of bacteriophages. His work was a result of a year's independent study.



Business Awareness Workshops.

The meetings are listed below, along with contact persons. The times are 7:30-9:30 p.m. on the first day 8:30-11 a.m. on the second day.

May 12-13	NMC, Hugo Anderson
May 14-15	Bigfork High, Joe Eslick
May 15-16	Stevensville High, Fred Rooley.

Regional Workshops.

The Office of Public Instruction Regional Workshops will be held on the following dates at the following sites. All teachers are welcome to attend whether or not their schools are participating.

Monday, August 25	 Havre
Tuesday, August 26	 Glasgow
Wednesday, August 27	 Sidney
Thursday, August 28	 Lewistown
Friday, August 29	 Laurel
Tuesday, September 2	 Butte
Wednesday, September 3	 Ronan



TJTC.

Congress recently passed and sent to the President the Technical Amendments Act (H.R. 2797) to make a number of technical changes in the Revenue Act of 1978. This action will extend the Targeted Jobs Tax Credit through December 31, 1981.

TJTC provides business an attractive incentive to become involved in the cooperative education efforts of schools and provides a positive public relations tool to schools. It is not too late to certify your cooperative education students. For further information, see the March 1980 issue of **Montana Schools**; or call Arlis Pfeffer, Office of Public Instruction, toll-free, 1-800-332-3402.



American Family Free Loan Film List. Write: American Family Insurance Film Library, P.O. Box 7430, Madison, WI 53707.



Bicyclist Safety Training for Teachers.

This fall, inservice training for teachers will be available on bicyclist safety. Bicycling is growing tremendously in popularity because of the current energy situation.

You may want to use a few of your 1980-81 PIR days to learn more about this important activity. From two to 20 hours of instruction are available. A complete set of program materials will be provided. Consulting services are also available to assist you with local program implementation. College credits can be arranged for workshops of over 10 hours.

For details contact: Montana Bicyclist Training Center, Route 1, Box 67, Florence 59833; phone 273-6088.

Special Ed Data Bank.

Murray State University in Kentucky has inaugurated a computerized data bank service to assist rural school districts with problems under the Education for All Handicapped Children Act.

Literature on rural special education is computerized for dissemination nationwide to state and local school districts and institutions of higher education. Data also include interviews with state officials in 17 states and local education officials in four states on comprehensive special education programming.

To gain access to the data bank, send a statement describing your problems and the characteristics of your school district and community to Lorraine Del Buono, National Rural Project, Center for Innovation and Development, Murray State University, Murray, KY 42071.



Union Conventions.

The annual convention of the Montana AFL-CIO will be held August 21-23 at the Heritage Inn, Great Falls. The annual convention of the Montana Federation of Teachers will be held October 15-18 at Fairmont Hot Springs.



Exceptionality Conference.

The 1980 Fall Conference on Exceptionality—"Looking Toward the Future"—is planned for October 15-17 in Helena. Speakers will include Janet Lerner, Patricia Gallaher, Ron McDonald, Donna Aksamit, Bob Jordan, Cliff Potts, Pete Smith, Mike Raffin and Leslie Gillman.

For further information call or write Ron Lukenbill, Special Education Unit, Office of Public Instruction, State Capitol, Helena 59601; toll-free, 1-800-332-3402.



Economics Workshops.

Again this summer the Montana Council on Economic Education will offer several three-credit workshops, each lasting one week. Teachers will be introduced to many economic concepts and issues and given suggestions for teaching them. One workshop will be taught for the Billings area at Lockwood School from June 9 through June 13. If you are interested in this workshop or in having a workshop in your area, contact: Terry L. Anderson, Dept. of Economics, Montana State University, Bozeman 59717, 994-3701.

CLASSIFIEDS

Board tentatively approves psychologist requirements

The Board of Public Education has tentatively approved the minimum rules for allowing school psychologists to be certified. The education requirements are:

- Basic Education**—master's degree or fifth-year program in school psychology or equivalent related areas to include the following minimums.
- 20 quarter credits in general education/psychology (graduate or undergraduate) training to include:
 - guidance,
 - human growth and development,
 - general psychology,
 - educational psychology,
 - learning theory.
 - Educational program—The following specific courses are required as undergraduate or graduate:
 - exceptional children (must include special education),
 - curriculum development,
 - diagnosis and remediation of reading,
 - educational evaluation.
 - Psychological methods and techniques—The following are specific minimum requirements:
 - individual intelligence testing—graduate,
 - group intelligence and achievement, testing—graduate,
 - personality assessment—graduate,
 - interviewing and counseling—graduate,
 - behavior modification—graduate,
 - school psychology practicum/internship (a minimum of 6 quarter hours of graduate credit or appropriate waiver),
 - administration, role and function of school psychology.
- Further information can be obtained from John Voorhis, manager, Teacher Education and Certification, or Dal Curry, consultant, Program Development and Evaluation, Special Education, toll-free, 1-800-332-3402. ☆

SUMMER Calendar

May	June	August
1-3 MT Library Assoc. state conf.-Great Falls	2-6 Nutrition Ed. Workshop. Glendive	13-15 School Food Services Training Conference-Havre
2-3 State Solo & Ensemble Festivals	5-8 Arts Workshops for Rural Teachers	19-20 School Food Services Training Conference-Bozeman
3-5 MT Shooting & Outdoor Education Workshop-Choteau	9-13 Vocational Agriculture Education Update Conference-Bozeman; Nutrition Ed. Workshop-Havre, Missoula; Economics Workshop-Lockwood	25 Regional Workshop-Havre
4-5 MT Traffic Education Assoc. annual conf.-Missoula	16-20 Nutrition Ed. Workshop-Billings (tentative)	26 Regional Workshop-Glasgow
12 Board of Public Education meeting-Winnell	16-27 Nutrition Ed. Workshop-Helena	27 Regional Workshop-Sidney
12-13 Business Awareness Workshop-Havre		28 Regional Workshop-Lewistown
14-15 Business Awareness Workshop-Bigfork		29 Regional Workshop-Laurel
15-16 Business Awareness Workshop-Stevensville		
26 Memorial Day		
July	September	
6-12 Outdoor Education Workshop-Dillon	2 Regional Workshop-Butte	
14-Aug. 8 Education Through Music institute-Bozeman	3 Regional Workshop-Ronan	
14-18 Wilderness Ecology Workshop-Dillon	19-21 Arts in Education Workshops-Helena	
20-26 Outdoor Education Workshop-Dillon		

To:

Toll-free educational hotline:
1-800-332-3402

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Montana Schools

Volume 23, No. 9 Office of Public Instruction Georgia Rice, Superintendent May 1980 (USPS 091 970)

From THE PLEASE RETURN
Superintendent

Very soon we will be packing away materials and saying goodbye to people we've seen almost daily. Another school year will have ended. We have much to be proud of in the successes of the 1979-80 school year. You, the school family, deserve the highest respect and a sincere "congratulations."

Who is this dedicated school family? It is comprised of: cooks providing for the nutritional needs of our children; custodians ensuring a clean, safe and healthy environment; teachers offering skills and guidance; bus drivers transporting our children safely and on time; community members supporting education both personally and financially; school administrators and county superintendents setting goals, ideals and priorities and carrying them through; parents believing in education and making their homes a good learning environment; students learning and sharing with us and with one another; and legislators and state personnel assuring that education remains a vital part of our personal and community life.



In my visits to schools across Montana this year, I learned many things from the school family. Today's teachers are using programs and technology that meet the needs of today's students. I have learned that the teacher is the curriculum. As the curricula, teachers can grow only as they develop and share ideas. They require support from the rest of the school family.

I have noted that students learn from example as well as from precept. Montana's school family is showing students trust, confidence, encouragement and guidance.

The school family has faced many problems this year—high energy costs, inflation, tax cuts, public apathy. But its members continue to work together to provide quality education programs and equal opportunities for all citizens. This partnership will be essential for promoting the continued growth of education.

I observed that knowledge is vital and personal. We live in a world of words and therefore we must communicate.

It is evident that Montanans are supporting their schools. This support takes many forms—from direct assistance in the classroom to hours of public service time given to boards and committees.

This summer promises to be an active one for us as we plan the 1980-81 school year. In our planning, it is important that we listen to all members of the school family so that our decisions will serve the needs of students, protect the standards of quality education and increase our concern for each other. Keep up the good work. I appreciate you!

Georgia Rice